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ABSTRACT

This module on using available media resources to enrich instruction is the third of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The objective of the module is for educators to be able to prepare a plan for using media in the classroom. Topics covered include nature of instructional media, properties common to all media, when to use media, and description of 12 basic types of media, including advantages, limitations, and estimated cost. A six-step procedure for planning and using media is presented. A list of sources of media and annotated listing of books helpful in developing skill in producing instructional materials are provided. (YLB)

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INTRODUCTION TO TEACHING ADULTS

MODULE 3

USING INSTRUCTIONAL MEDIA

Prepared by:
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The University of British Columbia
1981

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MODULE 3: USING INSTRUCTIONAL MEDIA

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MODULE 3

Important Note

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ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

- 1 Guidelines for Teachers of Adults

Level II

- 2 Using Instructional Techniques
- 3 Using Instructional Media
- 4 Using Evaluation Instruments

Level III

- 5 Designing Instruction
- 6 Writing Instructional Objectives
- 7 Managing Instruction
- 8 Enhancing Motivation

Level IV

- 9 Understanding the Adult as Learner
- 10 Understanding the Learning Process
- 11 Continuing Your Development

MODULE 3: USING INSTRUCTIONAL MEDIA

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INTRODUCTION

The purpose of this module is to suggest some ways in which you can enrich your instruction by using media resources. When you have completed all the activities in this module, you should be able to prepare a plan for using media in your classroom. The module will not show you how to make materials like film, slides, or videotapes. At this stage it is more important for you to understand how to use existing resources which may be available.

Before you make any decision about how and when to use media, you should have a fairly clear idea about the components of effective instruction. Media are, after all, only adjuncts to instruction, important **aids** to assist you to do a better job. Instructional media will not make you a better instructor overnight, but as

you develop your skills they can help you to be more efficient in the classroom.

The cassette for this module has been designed to complement material presented in the booklet. The tape will guide you through the program, direct you to the readings, suggest activities you may undertake at various points, and generally enrich the written material in each section. Make sure you have a cassette tape machine with you as you go through the booklet.

At the conclusion of the module you will be asked to develop a plan for using instructional media resources in your own program. To begin, first listen to the introduction on the cassette, then read the booklet as directed.

Now start the tape and listen to the introduction

NATURE OF INSTRUCTIONAL MEDIA

In case it is still not clear from the introduction on the cassette, **instructional media** is a term used to describe all the mechanical tools, printed materials, and illustrative devices used by an instructor to enrich the process of instruction. The category includes a variety of items: chalkboards, overhead projectors, film, television, textbooks, simulation games, and, of course, materials like this booklet and the cassette tape.

All these resources help an instructor to package information and present it in ways which can be interesting and useful in helping learners to gain skills and knowledge.

The term instructional media is descriptive, not prescriptive. The media do not instruct: you, the

instructor, are the only one who can fulfill that role. Media can only assist you by making certain parts of your job easier, allowing you to use your time to manage instruction and to provide direct assistance to your students as they try to achieve the instructional objectives.

Now take a moment or two to consider your own feelings about media. What do you like or dislike about the idea of using media in your classroom?

Continue to read on through the next session, which describes some of the qualities which all media have in common.

PROPERTIES OF MEDIA

What common properties do media share which make them useful to an instructor? At first glance there seems to be little similarity between audiotape and chalkboards, between television and textbooks, but in fact they all possess three main properties in common.

First, all media are capable of recording and storing information. A chalkboard is useful for storing information for a relatively short time until it is erased. Audiotape and videotape can store information for much longer periods unless they come into contact with a strong magnetic field, which will erase the signal. Overhead transparencies and film are even more permanent. They can store information virtually forever. The same kind of permanence can be found in print material. It is this quality of **storage** which makes media useful to an instructor. Many new instructors feel that they must be a storehouse of all knowledge. Some are afraid that if they don't know everything about their subject they will somehow display a weakness. With the current state of knowledge however, no one could be expected to cope with the explosion of information occurring in all fields. Here is where the media can help you. They can record information and store it for use, thereby releasing you from the pressure of trying to be an encyclopedia of knowledge in your subject specialty.

Besides storing information, media are also capable of recording unique experiences. Dangerous or unusual occurrences in the outside world can be recorded and transported into the classroom. Films of fires can be used in safety programs, or taped interviews with famous poets can be used in literature courses. Both examples illustrate how media can contribute to instruction by bringing events into the classroom which students might otherwise never experience.

The second major property of media is their capacity to **distribute** information. Material stored in the media can be distributed over and over again to any number of people under almost any condition. You can present material to class after class, and each group will receive

exactly the same information, presented in exactly the same way. This quality of consistency is particularly important to those of you teaching skills that require exact procedures which must be performed in a certain sequence.

Media are also portable. You can take the materials with you wherever you go. You can loan them to another instructor teaching the same subject. You can use media with individuals, small groups, or large groups.

The third important property of instructional media is the capacity to **manipulate** information. This quality is particularly apparent in the visual mediums like television and film, which can present information in a sequence, making it easier for a learner to understand complex ideas and concepts. An instructor who wishes to present complex information will help the learners organize the material to be learned. This device is called an **advance organizer**. Advance organizers assist by providing a code which the learners can use as a pattern to follow as they begin to learn.

TV and films possess the capacity to code information by nature of the fact that they are motion mediums. Their structure, the shots, cuts, and effects create a sort of language which helps to communicate complex material. All the scenes together in motion create a meaning which helps to make the content more understandable. In this sense, media manipulate information. It is possible to present an event in a different way from which it actually occurred and yet still make the event understandable. For example, if you attend a football game in person you get an interpretation of the event. You see the game from a distance, often too far away to see any detail. At the same time, you are bombarded with other activities going on around you: people selling hot dogs, the crowd cheering, and so on. If you stay at home and watch the game on TV you gain a different perspective on the game. The cameras are able to show close-up shots of the action and the instant replay permits you to see the play again in slow motion if you missed

it the first time. The football game remains the same, but depending upon whether you are there in person or a viewer at home, you may receive quite different impressions and perceive different things. The TV version is able to manipulate the event by focusing in and concentrating on the detail of the game. Your senses are directed to concentrate on exactly what the producers want you to see and hear.

Transfer this situation to the instructional setting and the implications become quite apparent. By using media you can focus the learners' attention, direct their perception to significant detail, and organize the way they acquire information in ways which may be different from how they would do so in real life.

Another example of media manipulation which many of us find particularly annoying is television commercials. Advertisers are able to compress an amazing amount of information into 30 or 40 seconds of film. Not only do we receive a barrage of data about the product being sold, we also receive many other subtle messages about such things as male-female roles, family relationships, and our need to consume. There is very little wasted space in commercials. Everything which happens has a meaning. The format for commercials is, ironically, an outstanding example of the concept of advance organizers. Over the years, television viewers have been taught a formula for understanding

commercials. Years ago commercials were normally one minute in length and contained perhaps one or two key bits of information repeated over and over again. As viewers became used to commercials more information was added and the length of time was shortened. Now the average length of a commercial is only 30 seconds (many are as short as 10 seconds) and they contain much more information presented at a much faster pace. The reason for this increase in the speed and amount of information is that viewers have developed a set of advance organizers which permits them to absorb and understand more information more quickly.

Again, this example contains some useful lessons for instructors. Media, particularly motion media like television and film, can permit an instructor to present large amounts of information which can be digested by learners. Whether or not they can absorb all the details is debatable, but they can at least acquire a general impression which the instructor can use as a basis upon which to add significant detail in a meaningful way, because the learners have some means to relate the individual parts to a central idea.

Now that you have a general idea about the three main properties of storage, distribution, and manipulation, let's examine some specific examples related to a particular medium.

Return to the cassette tape and listen to the next section.

MEDIA AND INSTRUCTION

Module 7 discusses in detail eight activities which occur during instruction. In general, you, as an instructor:

1. Activate motivation in the learner
2. Inform the learner of the objective
3. Direct the learner's attention
4. Stimulate the learner's recall of previously learned material
5. Provide guidance
6. Enhance retention
7. Promote transfer
8. Elicit performance and provide feedback.

You initiate these events through your choice of instructional techniques. In turn, you can enrich these techniques by using instructional media to assist you. Media will not do the whole job for you, but they can make parts of your job much easier.

The effective choice of techniques also depends upon a balance between the events of instruction and the desired learning outcome. There are five types of learning outcomes:

- Verbal Information
- Intellectual Skills
- Cognitive Strategies
- Attitudes
- Motor Skills

By examining your instructional objective you can determine which learning outcome is the main focus of interest. When you compare this information with the eight events of instruction, you can determine which event or combination of events need to be stressed more than others. This procedure gives you a clue about what instructional technique would be most appropriate. It also gives you a clue about what kind of media to use.

If your instructional objective stresses the acquisition of information, you should choose techniques which help the learner to acquire the material. You should then choose media which complement the technique. For example, if you decide that a lecture is the most efficient

way to transmit information you may choose to supplement the technique by including printed handouts which summarize or even elaborate on the material. You may also make up an overhead transparency listing topic headings or key words which help to reinforce and summarize the content.

You might even use a slide/tape show or a film to act as the primary source to deliver your entire lecture. In this instance you act as a manager. Your role is to respond to the student's reaction toward the film, to answer questions, and to direct the discussion. Remember that the medium can only **present** the message. It can activate motivation by catching and holding the learner's attention. It can inform the learner of the objective. It can direct the learner's attention, and present the information but it *cannot* provide reinforcement or feedback.

Almost all media excel as communicators or information. Your choice of using the chalkboard, print material, audiotape, slides, television, or film will largely be determined by two major factors. First, the quantity of information you wish to impart to the learner and second, the cost and availability of materials and equipment. Static media like the chalkboard, pictures, slides, and overhead transparencies are best able to present succinct, compressed ideas and key words and images. Static media are best suited to summarizing information or ideas.

The more sophisticated media, like films and TV, often communicate more than just information. They are useful when the focus of the learning outcome is the development of intellectual skills or cognitive strategies. Here the instructor is concerned with assisting the learner to develop ways of absorbing information and then organizing it into concepts or ideas. Media like film or TV can be a great help because their structure and the quality of motion act as a form of advance organizer. For example, if you were instructing a class in the theory behind the operation of a gasoline engine you might begin by showing them a film

which illustrates, through animation, how the engine runs. The film gives an overall picture and helps to show the learners how all the parts react with each other and what actually happens when the engine runs. Later, when you begin to examine in detail how each part contributes to the process, the learners can recall from the film how all the parts go together to make up the working engine.

In another example, a psychology instructor teaching a class about inter-personal relationships might use a film like *Twelve Angry Men* as a way to prompt learners to think about the subject. The film, starring Henry Fonda, profiles the inter-relationships of twelve people on a jury who must decide whether or not a young man is guilty of murder. The film shows how twelve strangers relate to each other when forced into close proximity. The instructor can direct learners to elements of inter-personal relations which are illustrated in the film. The film shows twelve different personalities which the learner can use to analyze how people get along with each other, how groups work together towards a common goal, and how leaders emerge whenever a group of people is formed.

Attitudes are difficult to modify and even more difficult to teach. We feel intuitively that the mass media such as newspaper, radio and TV affect attitudes, but it's difficult to know exactly how this happens. However, one small part of

attitude which will concern you as an instructor is the problem of activating motivation in your students so that they are interested in your program and want to learn.

The media can assist you greatly in the process of stimulating motivation. A slide show or a film are useful devices to introduce a subject. They catch and hold a learner's attention. They can also be an entertaining way to introduce topics for discussion. For example, a geography curriculum may set out a unit of instruction in which the objective states that the learner describe four different climatic zones within the province of B.C. The instructor could simply lecture on the subject, defining the terms and presenting verbal descriptions of the zones. Another way would be to present a slide/tape show or film which shows examples of the climatic zones while describing the characteristics of each. Learners can see the relationship between the scientific description and the reality of what the zone actually looks like. The presentation is more interesting and relevant than a simple lecture, and learners may pay closer attention.

In summary, then, you must have a reason to use media, other than simply 'because it's there'. Media should be appropriate to your instructional objective, and enrich the instructional techniques you have chosen. Media can be used to stimulate motivation, to present information, to promote discussion, or to provide a framework on which to develop concepts.

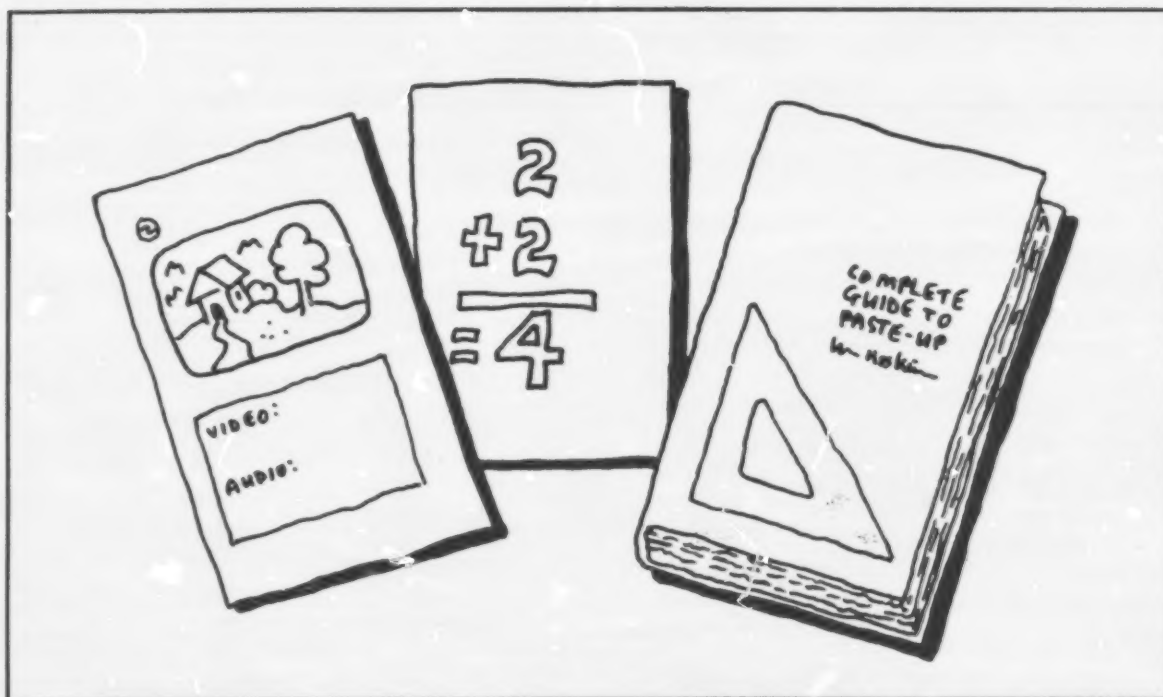
TYPES OF MEDIA

This section introduces some basic types of media materials and equipment which you are likely to encounter. On the following pages of the workbook we have listed, in note form, the advantages and limitations of these media along with rough estimates of prices. Check prices locally and remember that, like all things, costs are increasing all the time. Also included are illustrations of each piece so you will easily recognize it. This catalogue provides

a handy checklist to assist you in choosing the medium which best suits your needs.

Begin this section by listening to the audio cassette. The narrator will describe the characteristics of each piece. Next, read over the notes which summarize the advantages and limitations of each type. Finally, consider how each item might be useful to your own program.

Return to the tape



PRINT

(Books, photocopy, mimeograph)

Advantages:

- Inexpensive to produce
- Can be produced independently
- Easily portable
- Requires NO distribution equipment
- Individual medium.

Limitations:

- Static medium
- Difficult to describe processes involving motion.

Estimated Cost:

- Xerox — 5¢/copy
- Gestetner — 2¢
- Mimeo — 2¢

MODIFIED PRINT MATERIALS

(Flashcards, storyboards)

Advantages:

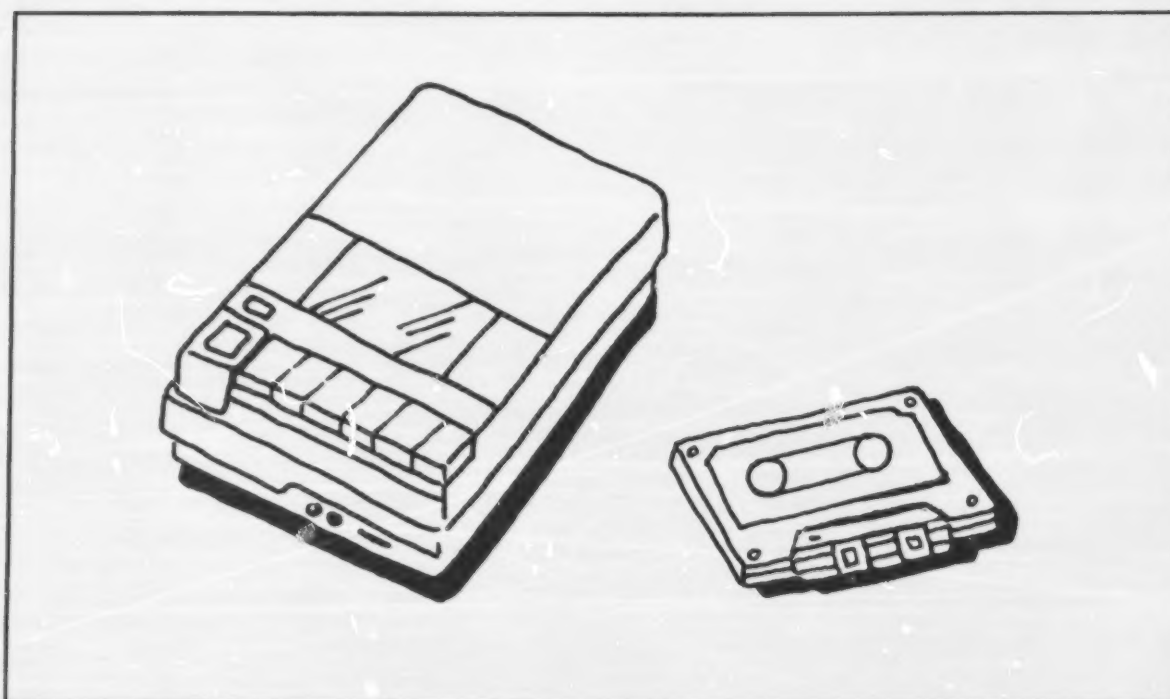
- With pictures, can show processes as well as describe them.
- Easy to store
- Can be modified as time goes by
- Permit detailed study at learner's own pace.

Limitations:

- Requires photographic skills, equipment for preparation.

Estimated Cost:

- With pictures - 20¢ to \$1.00 for colour Xerox.



AUDIOTAPE

Advantages:

- Easy to prepare with regular tape recorder
- Can provide applications in most subject areas
- Equipment is compact, portable, easy to operate
- Flexible and adaptable as either individual elements of instruction or with programmed materials
- Duplication easy and economical
- Facilitates individualized learning:
 - i) absentees may catch up on "missed" material;
 - ii) learners may review material as many times as necessary
- May be synchronized with visual presentations
- Permits simple and economical duplication of recorded material
- May be used to control times and spaced learning drills.

Limitations:

- Having a tendency for overuse, as lecture or oral textbook
- Fixed rate of information flow
- More efficient than visual media for learning.

Estimated Cost:

- Cassette
 - C30 — \$1.75
 - C60 — \$2.00
 - C90 — \$2.50



CHALKBOARDS AND WHITEBOARDS

Advantages:

- List topics for lecture
- Draw diagrams
- Summarize discussions
- Can be used for large or small groups
- Can use coloured chalk to discriminate key information.

Limitations:

- Writing style may be illegible
- Material can accidentally be erased
- Tendency to talk to the blackboard, making it difficult for students to hear.

Estimated Cost:

- No charge
- Standard equipment in all classrooms.

FLIPCHARTS

Advantages:

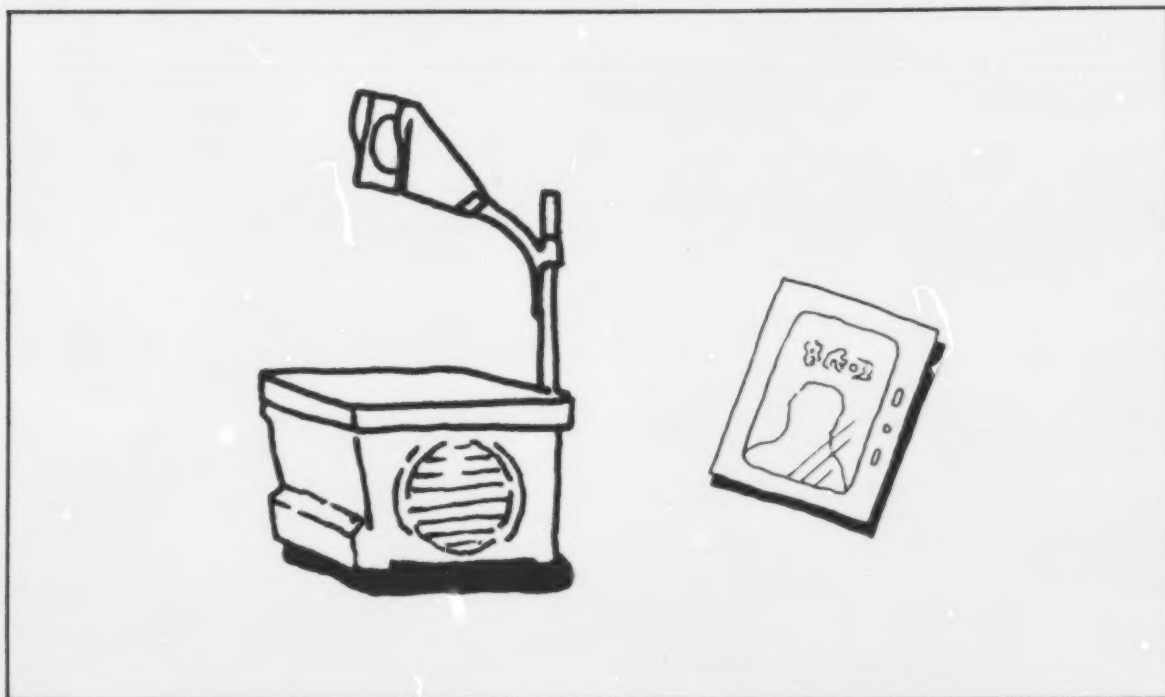
- Can be stored and kept as a record for later use
- Portable - can be taken wherever you go
- Material can be prepared in advance.

Limitations:

- Same as chalkboards
- Some models rather cumbersome.

Estimated Cost:

- Easel costs about \$100.00
- Newsprint extra.



OVERHEAD TRANSPARENCIES

Advantages:

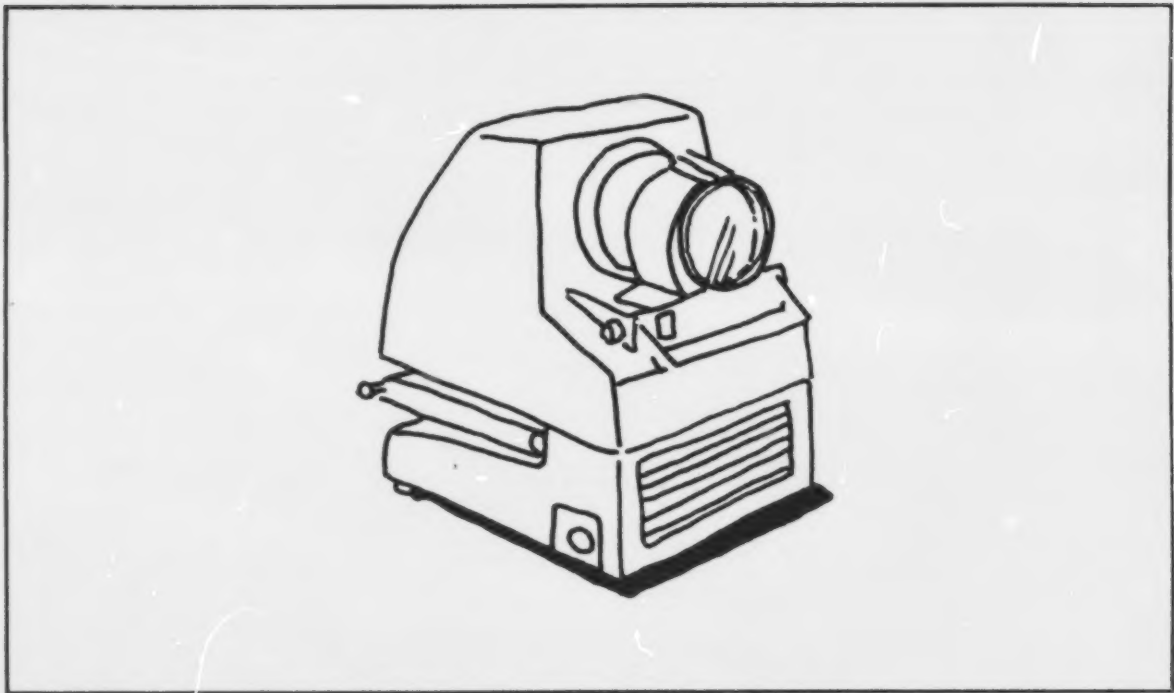
- Can present information in developmental sequences
- Presentation rate controlled by instructor
- Require only limited planning
- Can be prepared by a variety of simple, inexpensive methods
- Particularly useful with large groups
- Instructor faces class, talks directly to students, and can observe reaction
- Projected images can be viewed under normal lighting conditions
- Instructor has complete control over the sequence, timing, and manipulation of material
- Progressive disclosure of material by covering sections or using over-lays
- Transparent solids, such as coloured gears, can be projected
- Projector simple-to-operate and requires little servicing.

Limitations:

- Require special equipment, facilities, and skills for more advanced preparation methods
- Machines are large and present storage problem
- Light glare with some models distracting to instructor
- Projector may obscure screen from students

Estimated Cost:

- | | |
|-----------------|-------|
| ■ Thermofax | — 40c |
| ■ Xerox | — 60c |
| ■ Frames | — 8c |
| ■ Pens | — 50c |
| ■ Clear acetate | — 10c |



OPAQUE PROJECTION

Advantages:

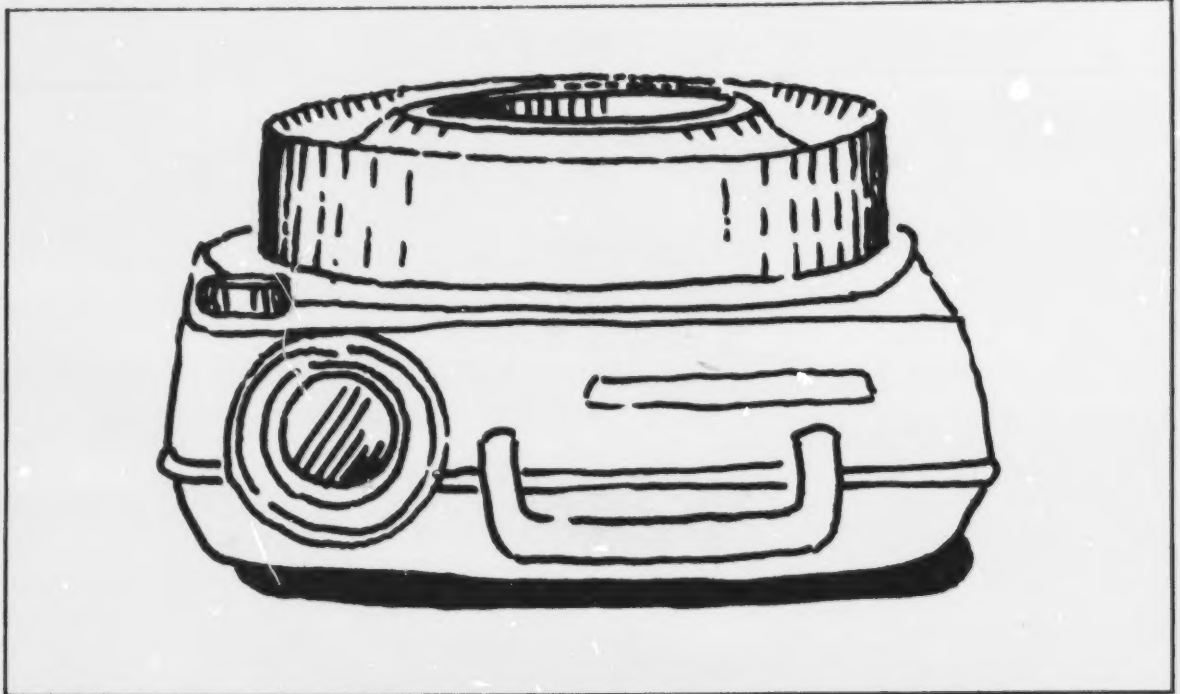
- Can project materials that are not transparent such as pages of book, drawings, and small three-dimensional objects
- Useful for projecting enlargement onto the chalkboard or for making wall charts.

Limitations:

- Requires a reasonably dark room for a clear image.

Estimated Cost:

- Virtually no cost for materials
- Equipment costs from \$200 — \$300.



SLIDES

Advantages:

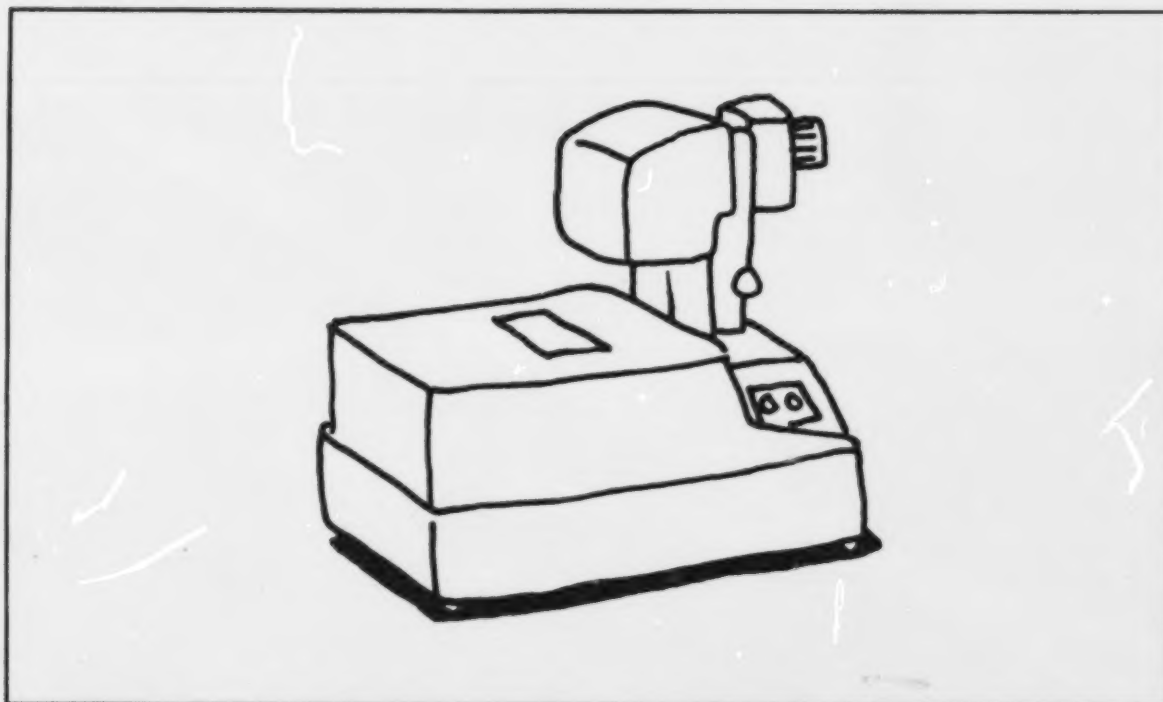
- Require only filming, with processing and mounting by film laboratory
- Result in colourful, realistic reproductions of original subjects
- Prepared with any 35mm camera for most uses
- Easily revised and updated
- Easily handled, stored, and rearranged for various uses
- Increased usefulness with tray storage and automatic projection
- Can be combined with taped narration for greater effectiveness
- May be adapted to group or to individual use
- Stimulate interest and attention
- Sequences can be changed and individual slides selected for special uses
- Can be kept on the screen for as long as necessary
- Remote control can be used.

Limitations:

- Require some skill in photography
- Require special equipment for close-up photography and copying
- Can get out of sequence if slides are handled individually
- Room must be kept dark, reducing contact with students
- Limited value when motion must be shown
- Bulky to transport and slides can be misplaced easily

Estimated Cost:

- 35mm colour \$4.50 for 20 exposures, including processing.



FILMSTRIPS

Advantages:

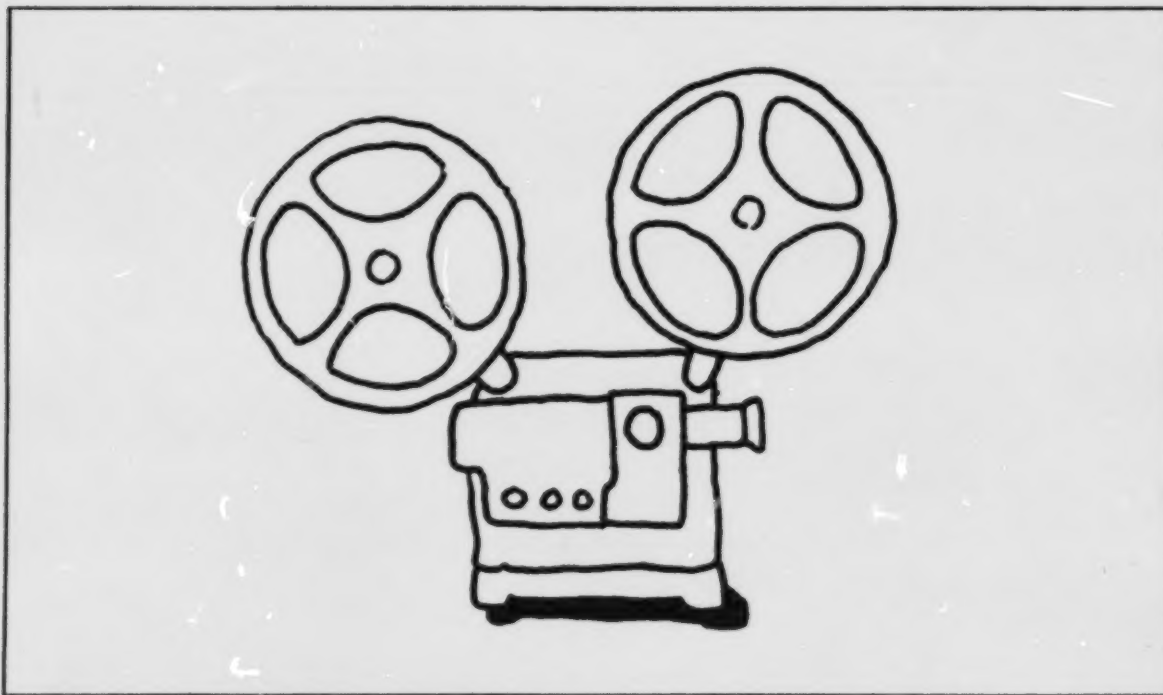
- Are compact, easily handled, and always in proper sequence
- Easily stored and transported
- Can be supplemented with captions or recordings
- Are inexpensive when quantity reproduction is required
- Are useful for group or individual study at projection rate controlled by instructor or user
- Are projected with simple lightweight equipment
- Stimulate interest and attention
- Can be kept on screen as long as necessary
- Good for step-by-step development of a subject.

Limitations:

- Are relatively difficult to prepare locally
- Require film laboratory services to convert slides to filmstrip form
- Are in permanent sequence and cannot be rearranged
- Cannot easily be revised or updated

Estimated Cost:

- Same as slides, about \$4.00 per roll of 20 exposures
- Commercially produced filmstrips vary in price.



MOTION PICTURES

Advantages:

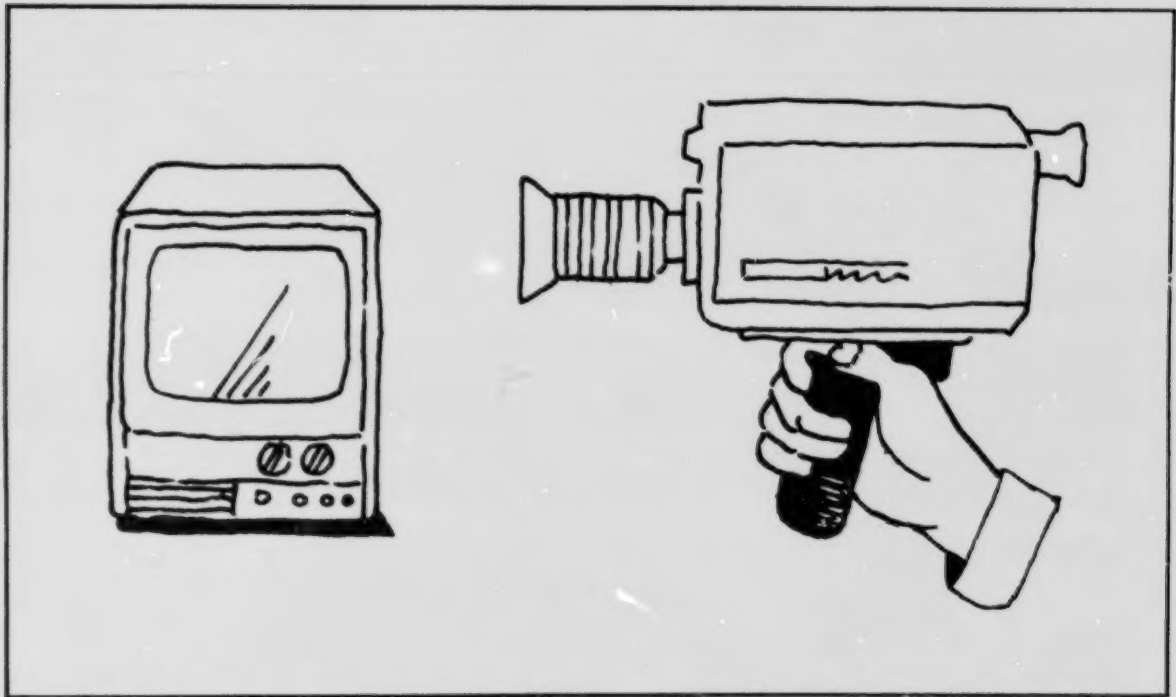
- May be presented as complete films or short film clips
- Are particularly useful in describing motion, showing relationships, or giving impact to topic
- Are useful with groups of all sizes and with individuals
- Insure a consistency in presentation of material
- Overcome handicaps of time, size, and distance
- Adds variety and stimulates interest
- Combines sight and sound to act upon two senses at one time
- Produces a sense of reality
- Can present processes that cannot be seen by human eye
- Can influence attitudes, to a degree
- Some films can often be borrowed free

Limitations:

- Rental cost may be expensive
- Require careful planning
- A changing field in which some present equipment may become obsolete
- May contain too much extraneous material
- Room must be in darkness, reducing instructor-student contact.

Estimated Cost:

- Film rental costs vary greatly
- Check with the distributor.
- Individual, local production prohibitively expensive.



TELEVISION

Advantages:

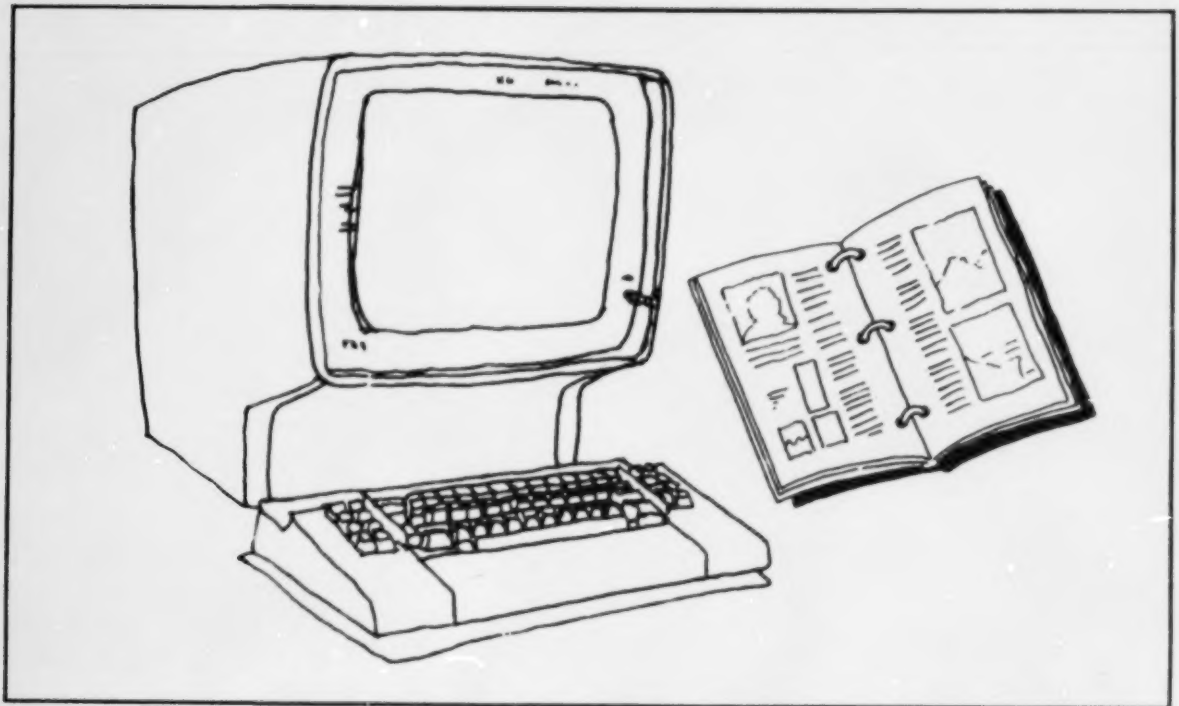
- Similar to film
- Permit normally unavailable resources to be presented
- Playback capability of video recording permits analysis of action.

Estimated Cost:

- Equipment rental
- Varies — 3/4 inch videocassette:
60 - min — \$40
30 - min — \$25

Limitations:

- Content must fit technical requirements of television
- Equipment requires extensive maintenance
- Difficult to use with large groups.



PROGRAMMED INSTRUCTION

Advantages:

- Inexpensive to produce
- Complete learning package in one unit.

Estimated Cost:

- Varies greatly.

Limitations:

- Extremely difficult to devise - complex, time consuming
- Not appropriate for kinds of learning such as skills
- Must be constantly monitored and evaluated
- Risk of producing "programmed" students.

PLANNING AND USING MEDIA

The use of media in the classroom should be based upon a systematic plan. The following six-step procedure can be used to determine the appropriateness of media in your program. As you examine the model, listen to the next section in the audiotape, which will explain the procedure in more detail.

Begin to play the tape

Step 1 Identify the Need Do you need media? How will its properties help you? Will it improve the efficiency of your instruction? Can you do a better job yourself?

Step 2 Analyze the Instructional Objective What do you want to use the media materials for?

- to encourage motivation?
- to provide key information?
- to illustrate content?
- to present concepts?
- to demonstrate procedures?

Step 3 Choose an Appropriate Medium Which medium best suits your needs?

- how often will you use the materials?

- do you require motion?
- do you require visual images?
- what are the harsh realities of your budget?
- how will you present the material?
 - to individuals?
 - to small groups?
 - to large groups?

Step 4 Identify Sources of Material Have you checked with your local media resource centre or audio-visual coordinator? Have you check catalogues of materials? Have you checked with other instructors teaching the same subject, who may have prepared materials

Step 5 Present the Material Do you have all the equipment necessary to present the finished program? Can you operate all the equipment or do you need help?

Step 6 Evaluate the Results Did the audience respond favourably? Was your presentation acceptable? Was the production technically good? Did it help your learners achieve the objective?

ASSIGNMENT

Now take some time to develop your own plan for using instructional media. Select a unit of instruction from your own program. List the instructional objective and then describe the techniques and activities you plan to achieve the objective. Using the procedures suggested on page 20, select the most appropriate medium and describe how you would use it. Submit a written report that includes the instructional objective and the steps you went through in selecting a medium. Enclose the materials you used for comment if you wish.

SOURCES OF MEDIA

Throughout this module passing references have been made to various sources of instructional media equipment and materials. The purpose of this section is to list some specific sources which you may find helpful. The list is not complete because sources change constantly, but it should give you some idea about where to begin to look.

Equipment The most reasonable source of equipment is your local school district or community college. If you are instructing a program for them, they will usually do their best to satisfy your request. Contact the Audio-visual Co-ordinator in your institution. Ask to see the facilities available to you and find out what the procedures are for borrowing equipment.

If you are instructing in other than educational institutions, check with the management to see if any equipment is available. Community centres and church organizations often stock basic equipment like film projectors, tape recorders and overhead projectors. If none are available you should check to see if there are any commercial rental agencies in your vicinity. For example, in Greater Vancouver a number of companies are listed in the Yellow Pages under Audio-Visual Equipment and Supplies.

Raw Materials Raw materials like film stock, overhead transparencies, and blank audiotapes are often available for a nominal charge from your local resource centre. Check with your Community Education Director or Audio-visual Co-ordinator for a list of prices and materials.

Finished Materials 16mm films, pre-recorded videotapes and print materials are often available locally through the school or college library. Check the catalogues available in your institution, or, if you would like more direct sources, here are some key distributors in B.C. Catalogues are available from these organiza-

tions. Some charge a fee for the catalogues and services.

1. **Provincial Educational Media Centre**
7451 Elmbridge Way
Richmond, B.C. V6X 1B8
A good source of film and videotape material.
2. **National Film Board of Canada**
Regional Office
1155 West Georgia St.
Vancouver, B.C.
Excellent source of film material and advice on how to use film.
3. **Media Exchange Co-operative**
Central Depository
Audio Visual Centre
Simon Fraser University
Burnaby, B.C.
A consortium of post-secondary institutions distributing a wide variety of film material.
4. **Program Services Division**
Ministry of Education
7451 Elmbridge Way
Richmond, B.C. V6X 1B8
A source of printed curriculum materials for vocational programs of all kinds.
5. **Encyclopedia Britannica Films**
Visual Education Centre
4570 West 5th Ave.
Vancouver, B.C. V6R 1S7
Sales agent for EBF films.
6. **McGraw-Hill Films**
330 Progress Ave.
Scarborough, Ont., M1P 2Z5
Sales agent for McGraw-Hill Films and program material.

SKILL DEVELOPMENT

If you are interested in developing your skills in producing instructional materials, here are some books that would be useful to you:

1. Kemp, Jerrold E. *Planning and Producing Audiovisual Materials*, (Third Edition), New York: Thomas Y. Crowell, Inc., 1975.
This text is unsurpassed in explaining the use of media for instruction. Contains information on the design, production, and presentation of graphics and film materials.
2. MacRae, D.L., M.R. Monty and D.G. Worling. *Television Production: An Introduction*, Toronto: Methuen Publications, 1973.
This is one of the best do-it-yourself TV production books published to date. It is organized as a programmed instruction unit with each section prefaced by behavioral objectives.
3. Bensinger, C. *Petersen's Guide to Videotape Recording*, Los Angeles, California: Petersen Publishing Co., 1973.

This magazine is a **must** for those who want to know the details and some technical data involved with videotape recording.

4. *Recording Basics*, St. Paul, Minn.: 3M Company
This pamphlet is completely concerned with the basics of audiotape recording. It is another excellent how-to source on topics ranging from a description of sound recording principles through hardware, splicing and editing.
5. Espich, James E. and Bill Williams. *Developing Programmed Instructional Materials*, Palo Alto, California: Fearon Publishers, 1967.
An excellent handbook for those interested in writing their own programmed instructional materials. Covers seven different styles with some theory and practical examples of each.